June 2008



#### DEPARTMENT OF EDUCATION

2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine. gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron

Commissioner of Education

Susan A. Kendron



### School Report Grade 7

Test Date: March 2008

Code: 12451875

SAU: MSAD 51

School: Greely Middle School

### **Contents of the Report**

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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### **SUMMARY OF SCORES**

Test Date: March 2008 7

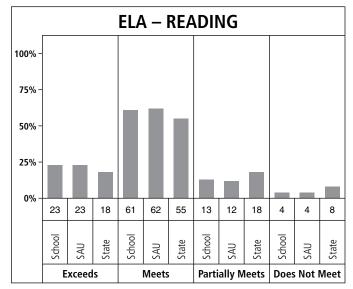
Grade:

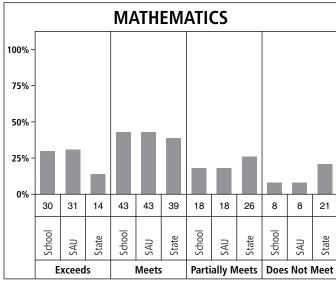
SAU: **MSAD 51** 

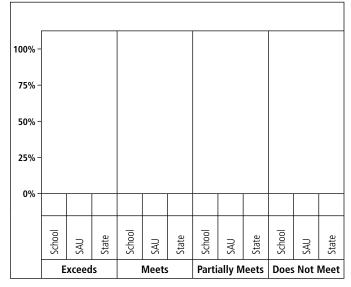
**Greely Middle School** School:

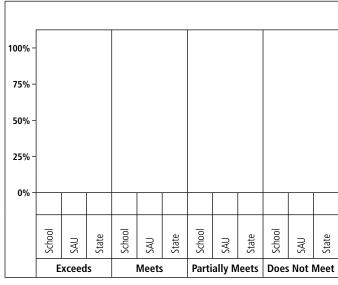
### **Summary of School, SAU, and State Scores**

Year	Avera	age Scaled S	Score
ieai	School	SAU	State
ELA – Reading 2005–2006 2006–2007 <b>2007–2008</b> Cum. Avg.*	755 755 <b>754</b> 755	755 755 <b>754</b> 755	745 748 <b>750</b> 748
Mathematics 2005–2006 2006–2007 <b>2007–2008</b> Cum. Avg.*	753 754 <b>752</b> 753	753 754 <b>752</b> 753	740 742 <b>743</b> 742









<sup>\*</sup>Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.



## **SUMMARY OF STUDENT PARTICIPATION**

Test Date: March 2008 7

Grade:

SAU: MSAD 51

School: **Greely Middle School** 

		Er	rol	lme	nt¹								C	NC	TEI	NΤ	AR	EΑ	PA	RT	ICI	PA	TIO	N <sup>2</sup>				
CATEGORY OF	d	durin	g test	ing w	vindo	w			ELA-F	Readin	g				Mathe	matic	s											
PARTICIPATION	Scl	hool	S	AU	St	ate	Sc	hool	S	AU	St	ate	Sch	nool	S	AU	St	ate	Sch	nool	SA	AU	St	ate	Scl	nool	SAU	State
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n %	n %
Total number of students	194	100	187	100	14818	100	192	100	185	100	14698	99	192	100	185	100	14694	99										
Ethnicity African American/Black	0	0	0	0	381	3	0	0	0	0	372	98	0	0	0	0	375	99										
American Indian or Native Alaskan	0	0	0	0	113	1	0	0	0	0	112	99	0	0	0	0	112	99										
Asian or Pacific Islander	1	1	1	1	219	1	1	100	1	100	213	97	1	100	1	100	217	99										
Hispanic	0	0	0	0	178	1	0	0	0	0	176	99	0	0	0	0	177	100										
Caucasian/White	193	99	186	99	13927	94	191	100	184	100	13825	99	191	100	184	100	13813	99										
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0										
Identified disability	24	12	24	13	2556	17	23	100	23	100	2508	99	23	100	23	100	2497	98										
Current LEP	1	1	1	1	363	2	1	100	1	100	352	97	1	100	1	100	360	99										
Economically disadvantaged	16	8	15	8	5461	37	16	100	15	100	5408	99	16	100	15	100	5406	99										
Migrant	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100										

MODE OF			ELA-F	Readin	g				Mathe	matics	3									
	Sc	hool	S	AU	Sta	ate	Sch	ool	S	AU	St	ate	School	SAU	State	Scl	nool	SA	.U	State
PARTICIPATION <sup>3</sup>	n	%	n	%	n	%	n	%	n	%	n	%	n %	n %	n %	n	%	n	%	n %
Participation without accommodations	170	88	163	87	12195	82	171	88	164	88	12215	82								
Identified disability (PET/IEP)	4	2	4	2	418	3	5	3	5	3	421	3								
LEP	0	0	0	0	183	2	0	0	0	0	183	1								
504 plan	2	1	2	1	181	1	2	1	2	1	182	1								
Participation with accommodations	19	10	19	10	2320	16	18	9	18	10	2303	16								
Identified disability (PET/IEP)	16	84	16	84	1912	82	15	83	15	83	1900	83								
LEP	1	5	1	5	159	7	1	6	1	6	173	8								
504 plan	1	5	1	5	56	2	1	6	1	6	55	2								
Other	1	5	1	5	244	11	1	6	1	6	226	10								
Participation through alternate assessment (PAAP)	3	2	3	2	178	1	3	2	3	2	176	1								
Identified disability (PET/IEP)	3	100	3	100	178	100	3	100	3	100	176	100								
LEP	0	0	0	0	5	3	0	0	0	0	4	2								
504 plan	0	0	0	0	0	0	0	0	0	0	0	0								
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0														
Approved non-participation – special consideration	2	1	2	1	27	0	2	1	2	1	28	0								
Non-participation – other	0	0	0	0	93	1	0	0	0	0	96	1								

<sup>1</sup> Percents are the percentage of students enrolled in each participation category.

<sup>2</sup> Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

**<sup>3</sup>** Percents are the percentage of students in each content area by mode.



## **ELA-READING RESULTS**

Test Date: March 2008 7

Grade:

**MSAD 51** SAU:

**Greely Middle School** School:

ACHIEVEMENT LEVEL DEFINITIONS		Sch	ool	SA	AU U	Sta	ıte
The quality of a student's work at each achievement level reflects progress in attaining Maine Level Expectations in English language arts – reading.	's Grade	N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 761–780)	2005-2006	68	38	68	38	1769	11
	2006-2007	57	32	57	32	2630	18
	<b>2007-2008</b>	<b>43</b>	<b>23</b>	<b>41</b>	<b>23</b>	<b>2604</b>	<b>18</b>
	Cum. Total*	168	31	166	31	7003	16
Meets the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 741–760)	2005-2006	79	44	79	44	7521	49
	2006-2007	88	50	88	50	7605	51
	<b>2007-2008</b>	<b>115</b>	<b>61</b>	<b>112</b>	<b>62</b>	<b>8049</b>	<b>55</b>
	Cum. Total*	282	52	279	52	23175	52
Partially Meets the Standards – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 729–740)	2005-2006	25	14	25	14	3773	24
	2006-2007	22	12	22	12	3000	20
	<b>2007-2008</b>	<b>24</b>	<b>13</b>	<b>22</b>	<b>12</b>	<b>2672</b>	<b>18</b>
	Cum. Total*	71	13	69	13	9445	21
<b>Does Not Meet the Standards</b> – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 700–728)	2005-2006	6	3	6	3	2399	16
	2006-2007	10	6	10	6	1620	11
	<b>2007-2008</b>	<b>7</b>	<b>4</b>	<b>7</b>	<b>4</b>	<b>1190</b>	<b>8</b>
	Cum. Total*	23	4	23	4	5209	12

		nber	A	verage Poi	nts Attaine	d (Number	and Percer	nt)
Learning Results Content Standard Cluster		oints sible	Sch	iool	S	ΑU	Sta	ite
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	37.9	67.7	38.0	67.9	35.3	63.0
Literary Text	28	50	18.8	67.1	18.8	67.1	17.3	61.8
Informational Text	28	50	19.1	68.2	19.2	68.6	18.0	64.3

The Maine Learning Results reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students' reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine's 1997 Learning Results, which can be found at http://www.maine. gov/education/lsalt/gles.htm.



# **ELA-READING RESULTS**

(CONTINUED)

Test Date: March 2008

Grade: 7

SAU: MSAD 51

School: Greely Middle School

					Sch	nool							SA	λU					Sta	ate		
REPORTING CATEGORIES	Tested		E		М		P		D	Mean Scaled Score	Tested	E	М	P	D	Mean Scaled Score	Tested	E	М	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
All Students	189	43	23	115	61	24	13	7	4	754	182	23	62	12	4	754	14515	18	55	18	8	750
Ethnicity African American/Black American Indian or Native Alaskan Asian or Pacific Islander Hispanic Caucasian/White Not Reported	0 0 1 0 188	43	23	114	61	24	13	7	4	754	0 0 1 0 181 0	23	61	12	4	754	365 110 211 173 13656 0	10 6 26 12 18	49 52 47 54 56	19 24 20 18 18	22 18 6 15 8	742 744 752 746 750
Identified disability Yes No	20 169	0 43	0 25	6 109	30 64	8 16	40 9	6	30 1	735 756	20 162	0 25	30 65	40 9	30 1	735 756	2330 12185	2 21	30 60	36 15	32 4	735 753
Current LEP Yes No	1 188	43	23	115	61	23	12	7	4	754	1 181	23	62	12	4	754	342 14173	8 18	46 56	22 18	24 8	741 750
Economically disadvantaged Yes No	13 176	1 42	8 24	3 112	23 64	6 18	46 10	3 4	23 2	739 755	12 170	8 24	25 64	42 10	25 2	739 755	5299 9216	9 23	51 58	26 14	14 5	745 753
Migrant Yes No	0 189	43	23	115	61	24	13	7	4	754	0 182	23	62	12	4	754	1 14514	18	55	18	8	750
Gender Female Male Not Reported	101 88 0	32 11	32 13	57 58	56 66	8 16	8 18	4 3	4 3	756 750	98 84 0	32 12	57 67	7 18	4 4	756 750	7084 7431 0	24 12	55 56	15 21	6 11	752 747
Title 1A targeted program Yes No	0 189	43	23	115	61	24	13	7	4	754	0 182	23	62	12	4	754	946 13569	6 19	47 56	34 17	12 8	743 750
Gifted/talented program Yes No	10 179	8 35	80 20	2 113	20 63	0 24	0 13	0 7	0 4	774 752	10 172	80 19	20 64	0 13	0	774 752	574 13941	61 16	38 56	1 19	0	765 749
			20	110		24	10		*	102	112	10	<b>.</b>	.0	7	102	10041				, and the second	140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards



# **ELA-READING RESULTS**

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 7

SAU: MSAD 51

School: **Greely Middle School** 

					Sch	ool							SA	U					Sta	te		
QUESTIONNAIRE ITEMS	Students in Each Category	I .	E	1	М		P	ı	)	Mean Scaled Score	Students in Each Category	E	М	Р	D	Mean Scaled Score	Students in Each Category	E	М	Р	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%	Jeore	%	%	%	%	%	Jeore	%	%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	2	0	0	2	50	0	0	2	50	734	2	0	50	0	50	734	6	9	42	24	25	741
	34	10	16	40	63	11	17	2	3	752	34	17	65	15	3	753	50	17	56	19	8	750
	56	30	29	64	62	7	7	2	2	756	56	28	63	7	2	756	40	20	58	16	6	752
	8	3	20	7	47	5	33	0	0	752	8	20	47	33	0	752	4	19	49	21	11	749
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?  A. The questions on the test match what I have learned in reading class.  B. They match some of what I have learned.  C. They match just a little of what I have learned.  D. There is no match.	25	11	23	30	64	4	9	2	4	755	25	20	68	7	5	754	36	24	58	14	5	753
	55	23	23	67	66	10	10	1	1	755	55	23	66	10	1	755	50	16	58	19	8	749
	15	8	30	11	41	6	22	2	7	750	15	31	42	19	8	751	11	13	45	26	16	745
	5	1	10	5	50	3	30	1	10	746	6	10	50	30	10	746	3	4	35	29	31	737
Which of the following best describes how you rate yourself as a student in reading?  A. very good  B. good  C. fair  D. poor	28 54 18 1	23 19 1	45 19 3 0	27 68 18 0	53 68 55 0	1 9 13 0	2 9 39 0	0 4 1 1	0 4 3 100	762 753 745 724	27 55 17 1	45 18 3 0	53 69 55 0	2 8 39 0	0 4 3 100	762 753 745 724	28 52 18 2	35 15 3 2	52 60 49 41	9 18 33 28	5 7 15 29	756 750 742 738
How difficult was the reading part of this test?  A. harder than my regular schoolwork  B. about the same as my regular schoolwork  C. easier than my regular schoolwork	16	6	21	14	48	7	24	2	7	748	16	21	48	24	7	748	16	13	48	23	16	745
	60	24	22	72	65	12	11	2	2	754	59	21	68	10	2	754	65	18	57	18	7	750
	24	13	29	27	60	3	7	2	4	756	25	30	59	7	5	756	19	21	57	16	6	752
How difficult were the reading passages on this test?  A. Most of the passages were more difficult than what I normally read.  B. Most of the passages were about the same as what I normally read.  C. Most of the passages were easier than what I normally read.	5	1	11	4	44	2	22	2	22	742	4	0	50	25	25	738	9	5	38	29	28	738
	52	16	17	63	66	13	14	4	4	752	52	16	67	12	4	752	55	14	57	22	7	748
	43	26	33	46	58	7	9	0	0	758	44	33	58	9	0	758	36	28	58	10	4	755
How hard did you try on the reading part of this test?  A. I tried harder on this test than I do on my regular schoolwork.  B. I tried about the same as I do on my regular schoolwork.  C. I did not try as hard on this test as I do on my regular schoolwork.	37	15	22	43	63	7	10	3	4	754	37	23	64	9	5	754	44	18	56	18	8	750
	58	28	26	64	60	12	11	3	3	755	58	25	61	11	3	755	51	19	56	17	7	751
	5	0	0	6	67	3	33	0	0	745	5	0	67	33	0	745	5	9	46	26	19	743
How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	11	5	24	12	57	4	19	0	0	755	11	25	55	20	0	755	17	25	57	13	6	753
	65	34	28	78	64	7	6	2	2	756	65	27	66	5	2	756	45	22	56	16	6	752
	13	3	13	13	54	6	25	2	8	748	13	13	54	25	8	748	13	14	56	21	9	748
	10	1	5	10	53	6	32	2	11	744	10	6	56	28	11	745	24	8	53	26	13	745
Optional school/SAU question A. B. C.	17 67 0	0	0 0	1 2	100 50	0 2	0 50	0	0 0	748 739	17 67 0	0 0	100 50	0 50	0 0	748 739						
C. D.	17	0	0	1	100	0	0	0	0	754	17	0	100	0	0	754						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards N = Number



### **MATHEMATICS RESULTS**

Test Date: March 2008 7

**Grade:** 

SAU: **MSAD 51** 

**Greely Middle School** School:

#### STUDENTS AT EACH ACHIEVEMENT LEVEL

						1	
ACHIEVEMENT LEVEL DEFINITIONS		Sch	ool	SA	AU	Sta	te
The quality of a student's work at each achievement level reflects progress in attaining Maine's Level Expectations in mathematics.	s Grade	N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 761–780)	2005-2006	57	32	57	32	1646	11
	2006-2007	71	40	71	40	2142	14
	<b>2007-2008</b>	<b>57</b>	<b>30</b>	<b>57</b>	<b>31</b>	<b>2028</b>	<b>14</b>
	Cum. Total*	185	34	185	34	5816	13
Meets the Standards – The student's work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student's work may contain minor errors. (scaled score 741–760)	2005-2006	74	42	74	42	5497	36
	2006-2007	65	37	65	37	5642	38
	<b>2007-2008</b>	<b>82</b>	<b>43</b>	<b>78</b>	<b>43</b>	<b>5703</b>	<b>39</b>
	Cum. Total*	221	41	217	40	16842	38
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 727–740)	2005-2006	39	22	39	22	4514	29
	2006-2007	24	14	24	14	4077	27
	<b>2007-2008</b>	<b>34</b>	<b>18</b>	<b>32</b>	<b>18</b>	<b>3733</b>	<b>26</b>
	Cum. Total*	97	18	95	18	12324	27
<b>Does Not Meet the Standards</b> – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 700–726)	2005-2006	8	4	8	4	3797	25
	2006-2007	17	10	17	10	3001	20
	<b>2007-2008</b>	<b>16</b>	<b>8</b>	<b>15</b>	<b>8</b>	<b>3054</b>	<b>21</b>
	Cum. Total*	41	8	40	7	9852	22

		nber	Avera	age Point	s Attaine	d (Numbe	r and Pe	rcent)
Learning Results Content Standard Clusters		oints sible	Sch	iool	SA	<b>NU</b>	St	ate
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	16	29	10.6	66.3	10.7	66.9	8.8	55.0
Cluster 2: Shape and Size	14	25	7.0	50.0	7.0	50.0	5.5	39.3
Cluster 3: Mathematical Decision Making	8	14	4.1	51.3	4.2	52.5	3.5	43.8
Cluster 4: Patterns	18	32	9.8	54.4	9.9	55.0	7.9	43.9

#### **Cluster 1: Numbers and Operations**

- A. Numbers and Number Sense
- B. Computation
- I. Discrete Mathematics (grades 3 and 4 only)

#### Cluster 2: Shape and Size

- E. Geometry
- F. Measurement

### **Cluster 3: Mathematical Decision Making**

- C. Data Analysis and Statistics
- D. Probability

#### **Cluster 4: Patterns**

- G. Patterns, Relations, and Functions
- H. Algebra Concepts
- K. Mathematical Communication

Each content standard in the clusters above is defined in Maine's 1997 Learning Results, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at http://www.maine.gov/education/lsalt/gles.htm.

<sup>\*</sup>Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.



# **MATHEMATICS RESULTS**

(CONTINUED)

Test Date: March 2008

Grade: 7

SAU: MSAD 51

School: Greely Middle School

					Sch	nool							SA	\U					Sta	ate		
REPORTING CATEGORIES	Tested		E		М		P		D	Mean Scaled Score	Tested	E	М	P	D	Mean Scaled Score	Tested	E	М	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
All Students	189	57	30	82	43	34	18	16	8	752	182	31	43	18	8	752	14518	14	39	26	21	743
Ethnicity African American/Black American Indian or Native Alaskan Asian or Pacific Islander Hispanic Caucasian/White Not Reported	0 0 1 0 188	57	30	81	43	34	18	16	9	752	0 0 1 0 181 0	31	43	18	8	752	372 110 216 175 13645 0	5 5 25 9 14	24 30 34 32 40	25 36 23 30 26	45 29 18 29 20	731 736 748 737 743
Identified disability Yes No	20 169	1 56	5 33	4 78	20 46	8 26	40 15	7 9	35 5	733 754	20 162	5 35	20 46	40 15	35 5	733 754	2321 12197	2 16	16 44	26 26	55 15	727 746
Current LEP Yes No	1 188	57	30	82	44	34	18	15	8	752	1 181	31	43	18	8	752	356 14162	7 14	23 40	24 26	45 20	731 743
Economically disadvantaged Yes No	13 176	1 56	8 32	3 79	23 45	4 30	31 17	5 11	38 6	732 753	12 170	8 33	25 44	33 16	33 6	734 753	5301 9217	5 19	31 44	31 23	33 14	736 747
Migrant Yes No	0 189	57	30	82	43	34	18	16	8	752	0 182	31	43	18	8	752	1 14517	14	39	26	21	743
Gender Female Male Not Reported	101 88 0	33 24	33 27	40 42	40 48	21 13	21 15	7 9	7 10	751 752	98 84 0	34 29	39 48	21 13	6 11	752 753	7086 7432 0	14 14	40 38	26 25	20 22	743 743
Title 1A targeted program Yes No	0 189	57	30	82	43	34	18	16	8	752	0 182	31	43	18	8	752	946 13572	4 15	23 40	36 25	37 20	733 743
Gifted/talented program Yes	10	9	90	1	10	0 34	0	0	0	773	10	90	10	0	0	773	575	64	31	3	1	765
No	179	48	27	81	45	34	19	16	9	751	172	28	45	19	9	751	13943	12	40	27	22	742

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

**NOTE:** Some achievement level results have been left blank because fewer than five (5) students were tested.

I = Number



# **MATHEMATICS RESULTS**

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 7

SAU: MSAD 51

School: **Greely Middle School** 

*	(202311011111111111111111111111111111111																					
	School									SAU						State						
QUESTIONNAIRE ITEMS	Students in Each Category	E		М			P		D		Students in Each Category	E	М	Р	D	Mean Scaled Score	Students in Each Category	E	М	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%	Score	%	%	%	%	%	200.0	%	%	%	%	%	300.0
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	2 34 56 8	0 19 33 5	0 30 32 33	0 26 48 5	0 41 47 33	2 12 15 4	50 19 15 27	2 6 7 1	50 10 7 7	718 752 753 752	2 34 56 8	0 32 33 33	0 43 45 33	50 17 15 27	50 8 7 7	718 754 753 752	6 50 40 4	7 13 15 16	29 39 42 37	26 26 26 23	37 22 17 24	734 742 744 742
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?  A. The questions on the test match what I have learned in mathematics	30	23	41	22	39	6	11	5	9	756	30	43	39	9	9	756	32	21	40	23	16	747
class.  B. They match some of what I have learned.  C. They match just a little of what I have learned.  D. There is no match.	51 15 4	28 6 0	29 22 0	46 10 1	48 37 14	16 7 4	17 26 57	5 4 2	5 15 29	753 745 729	51 15 3	30 22 0	48 37 17	16 26 67	5 15 17	753 745 731	50 15 3	12 7 4	42 32 17	27 31 21	19 30 58	743 737 726
Which of the following best describes how you rate yourself as a student in mathematics?  A. very good  B. good  C. fair	36 49 12	39 17 1	58 19 5	23 47 8	34 52 36	4 17 9	6 19 41	1 9 4	1 10 18	763 748 739	37 50 11	60 19 5	34 52 40	5 19 40	2 10 15	763 748 740	25 47 23	34 10 3	42 45 30	13 27 36	11 18 32	753 743 735
D. poor	3	0	0	1	20	2	40	2	40	729	2	0	0	50	50	724	5	1	17	32	49	729
How difficult was the mathematics part of this test?  A. harder than my regular schoolwork  B. about the same as my regular schoolwork  C. easier than my regular schoolwork	32 55 13	9 33 14	16 33 61	25 45 8	43 45 35	17 14 1	29 14 4	7 9 0	12 9 0	744 753 764	32 55 13	16 34 61	43 44 35	29 13 4	13 8 0	744 754 764	36 53 11	6 13 40	38 42 32	29 27 15	27 18 13	738 744 753
How hard did you try on the mathematics part of this test?  A. I tried harder on this test than I do on my regular schoolwork.  B. I tried about the same as I do on my regular schoolwork.  C. I did not try as hard on this test as I do on my regular schoolwork.	37 58 4	20 36 1	29 33 13	31 47 1	45 44 13	11 18 4	16 17 50	7 7 2	10 6 25	751 753 738	36 60 4	31 34 13	45 43 13	14 17 50	9 7 25	752 753 738	46 49 5	12 16 10	40 40 27	27 25 27	21 19 36	742 744 736
How often do you use laptops in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never or almost never	3 3 8 87	1 1 7 48	20 20 50 30	1 4 5 69	20 80 36 43	1 0 2 30	20 0 14 19	2 0 0 14	40 0 0 9	740 757 758 752	3 3 8 87	20 20 50 31	20 80 36 43	20 0 14 18	40 0 0 8	740 757 758 752	9 20 30 41	15 13 15 13	37 41 40 39	25 26 27 26	23 20 18 23	742 743 744 742
How often do you use calculators in mathematics class?  A. almost every day  B. two or three days a week  C. two or three times a month  D. never or almost never	51 34 14 2	22 20 13 2	24 32 52 67	42 26 10 0	45 41 40 0	17 13 2 1	18 21 8 33	12 4 0 0	13 6 0	748 752 762 763	49 35 14 2	25 32 52 67	44 42 40 0	18 19 8 33	13 6 0	749 753 762 763	20 29 26 24	17 16 13 10	39 40 40 39	23 25 28 27	22 19 20 24	744 744 743 740
On average, how many minutes a day do you spend working on mathematics in class?  A. less than 30 minutes  B. 30–45 minutes  C. 45–60 minutes  D. more than 60 minutes	5 34 60 1	1 14 41 1	10 23 37 100	5 34 38 0	50 55 35 0	3 6 24 0	30 10 22 0	1 8 7 0	10 13 6 0	742 749 754 764	6 34 60 1	10 23 39 100	50 53 35 0	30 10 21 0	10 13 6 0	742 749 755 764	8 41 41 10	7 12 17 15	32 38 42 38	26 27 24 25	35 23 16 22	736 741 745 743
Optional school/SAU question A. B. C. D.	17 67 0 17	0 0	0 0	1 2 0	100 50	0 1	0 25 100	0 1 0	0 25 0	744 740 736	17 67 0 17	0 0	100 50 0	0 25 100	0 25 0	744 740 736						

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